Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT NAVIGATOR POINTE ACADEMY January 31, 2008

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in Navigator Pointe Academy on January 11, 2008, included student record reviews, interviews with school administrators, teachers, students, and parents. Parent surveys were also mailed to a small sample of parents.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

Areas of Strength

The validation team found the following:

General Supervision

- Navigator Pointe Academy has strong administrative knowledge and support of special education services.
- School climate is positive; staff treat others, including students, with dignity and respect.
- Overall general satisfaction of the special education program was conveyed by parents of students with disabilities.
- Data collection facilitated an in-depth review of all special education files, alerting the Special Education Department to existing file errors needing correction.
- Ongoing child find process is in place through annual notification to parents, annual staff training, and referrals from teachers and parents.
- School personnel participate in training that prepares the LEA, general education teachers, special education providers, and paraprofessionals to follow federal and state rules and regulations.
- Yearlong support is provided for all teachers including summer in-service and a monthly meeting throughout the year to provide continuing support. Topics include literacy, classroom management, data collection and recording, motivation, IDEA rules and regulations.
- Administration staff attend trainings to remain abreast of current best practices and implement appropriate training with other staff.
- Staff is surveyed to determine professional development needs. Professional development needs are also determined from input from teachers, leaders, and school director.
- Specialized instruction is provided in general education classrooms.
- Specialized instruction is often supported by paraprofessionals.
- Students with disabilities have full access to extra-curricular activities.
- Collaboration regularly occurs between special education providers and general education personnel in kindergarten through junior high.
- Special education filing system and files are well organized.
- Special education files are stored in locked, fireproof filing cabinet.
- Academic progress data is easily accessible electronically. A school-wide database tracks the daily progress of all students in reading and math.
- Teachers meet weekly to ensure that students are at 80% mastery in reading and math.
- Review of existing data by the team was used for all reevaluations.
- Initial evaluations completed within 45 school days of receipt of parent consent.
- Reevaluations were completed in a timely manner and prior to the three year timeline.
- Forms were in compliance with Utah requirements.

- A referral process, as part of the LEA child find procedures, was in place. The child find process also includes parent notification of the referral process.
- School staff were familiar and knowledgeable of all students by name; school was an inviting
 environment for both students and adults.
- Navigator Pointe has strict security procedures in place to ensure the safety of students and adults.
- CRT results, as well as ongoing student progress data, are available and reviewed by teachers and used to identify struggling students.
- All Annual Performance Report (APR) targets were met for federal fiscal year (FFY) 2005.
- Evaluations, for students determined eligible for special education and related services, resulted in an evaluation summary report and eligibility determination.
- Eligibility determinations were current, included all required team members, and included in special education files. Eligibility requirements for disability categories were documented.
- Records of access were included in files. Files were maintained in a locking fireproof cabinet.
- Interviewed staff had accurate knowledge of file availability, confidentiality, and IDEA 2004 requirements.
- All teachers had a positive, accepting attitude towards all students.
- School has regularly scheduled team meetings as well as monthly staff meetings.
- Administration provides staff requests for additional training on disability issues.
- Excellent accommodations were provided to meet the needs of the student whether one on one or in group settings.
- General education teachers are provided with IEP summaries for their students with disabilities.
- Students with disabilities are included in all school sponsored activities.

Parent Involvement

- School administrator strives to maintain good working relationships with teachers, parents and students.
- All parents of students with disabilities were surveyed by the Stakeholder Steering Committee.
- Survey results indicate that parents are generally very pleased with the special education program for their student, including the administrators who ensure those services, teachers providing the services, and the school in general.
- Survey results also indicate that parental involvement is a priority for the school director, staff, parents and students; parents are given the opportunity to participate in all meetings with respect to identification, evaluation, provision of FAPE, and the educational placement of children.
- Parents expressly state their appreciation for the caring staff and the extra help their students receive.
- Parent scheduling log is kept to track home/school communication regarding scheduling meetings.
- Parents report their student is making progress.
- Parents report seeing an improvement in the special education services delivery compared to other schools they have attended.
- Parents report they receive frequent contact from teachers in person, by e-mail, and by phone, as well as electronically through SIS.
- Parents are included in the IEP process and the evaluation and reevaluation processes.
- Parents reported receiving Procedural Safeguards.
- Open Houses and Back to School Nights are held annually to highlight programs.
- Parents took an active role in UPIPS Steering Committee
- Parents routinely volunteer at the school.
- Documentation was included in all special education files regarding opportunities for parent involvement and parent input received during evaluation and IEP meetings. Parent reported providing input during the parent focus group.
- Parents are provided with alternate means of participation for IEP meetings, when needed.
- Copies to parents are documented for evaluation consent, review of existing data, evaluation summary reports, eligibility determinations, and IEPs.
- Notice of Meetings complete and included in special education files for eligibility, IEP, and placement.

- Consent from parents obtained before evaluations conducted and placement in special education.
- Procedural Safeguards provided to parents at required intervals. Parents are asked if they have any questions regarding their parental rights under IDEA.
- Prior written notice of proposed actions regarding eligibility, IEP implementation, placement, and change of placement are provided to parents.
- IEPs include documentation of how progress on IEP goals will be measured and when it will be reported to parents.
- Parents reported that the school encourages their involvement as a means of improving services to students with disabilities.
- Parents described receiving detailed and frequent progress reports on IEP goals from the speech language pathologist.
- Parents were aware of the option for them to invite other people to IEP and eligibility meetings.

Free Appropriate Public Education in the Least Restrictive Environment

- Students with disabilities are provided a continuum of placement opportunities and services required by state and federal regulations for students with disabilities.
- Training is provided to school special education team to exhaust all options before recommending a more restrictive setting.
- Appropriate placement and daily schedules for the students are directed toward individual student achievement and progress toward the annual goals on the IEP.
- NPA has a strong focus on providing special education services in the general classroom, but provides a continuum of special education services as determined by student needs.
- Students with disabilities are provided individualized opportunities to participate in general education classroom activities, as appropriate and as indicated on the IEP.
- Students with disabilities in the general education classrooms receive differentiated instruction, as well as accommodations such as adjusted work load, teacher proximity, paraprofessional support and extra time for tests.
- Measurable goals are included in the IEPs.
- Appropriate modifications and adaptations are indicated in the IEP.
- School administration and special education staff are knowledgeable of LRBI and IDEA disciplinary procedures.
- Students with disabilities are provided with access to extra-curricular activities with their nondisabled peers.
- A continuum of special education services and placements is available at Navigator Point Academy. Placement is determined by the team.
- Complete teams, including the LEA representative, are present at IEP meetings. If a team
 member is absent, the special education file contains documentation of the excusal.
- Parents reported appreciating the accessibility of school staff, as well as how responsive they were to parent concerns.
- IEP goals address areas of educational need for students, as documented in the present level of academic achievement and functional performance (PLAAFP) statement.
- PLAAFP statements, in recently written IEPs, were complete and contained all required elements.
- Student behavior is addressed in IEPs if it is a concern.
- IEPs are current and included in special education files.
- IEPs are developed within 30 days of eligibility determination.
- Special education and related services are specific, documented in IEPs, and include location and time. IEPs also include information regarding supplementary services and program modifications and supports needed. U-PASS participation is also documented.
- Special factors are considered and addressed on IEPs. Extended school year (ESY) decisions are also documented.
- Physical education is provided for all students, regardless of disability.
- Some students, when interviewed, described attending their IEP meeting. Students also were
 able to describe accommodations they receive and how special education has helped them
 progress academically. Parents also stated that their students were making progress.

- During classroom observations, a clear correlation between IEP documentation and the services and accommodations provided in general education and special education classroom was observed.
- Parents reported gaining insights on student daily activities and having an opportunity to communicate when general education teachers attended IEP meetings.

Transitions

• IEP team members are aware of the need to develop a transition program and plan for students with disabilities.

Disproportionality

- Primary home language is documented in student file.
- NPA had 0 suspensions of greater than 10 days during the 2005-06 and 2006-07 school years.

Areas of Systemic Noncompliance*

- Evaluations for students determined not eligible by the team are not documented with an eligibility determination report.
- Students, if transition age, invitation to attend transition meeting not documented; IEP did not
 include measurable post-secondary training or education goals; IEP did not include measurable
 employment goals; IEP did not include measurable independent living skills goals; IEP did not
 contain transition services to facilitate movement from school to post-school; IEP did not contain
 evidence of age-appropriate transition assessments; IEP did not contain a course of study.
- Assessment of English proficiency not included for student whose primary home language is other than English.

*These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.